



**John Doedyns Elementary
Campus Improvement Plan
2015-2016**

Board Approved:

Mission Statement

The Mission of Doedyns Elementary is to instill in each student a sense of social and academic responsibility that will help them accomplish their goals. We hold students accountable for being respectful, productive community members. Our curricula is designed around our value of high quality instruction and student centered learning. We are committed to build a foundation for lifelong learning through educational programs that meet the highest standards of excellence.

Vision Statement

At Doedyns, we envision a school where children are actively involved in rigorous and relevant learning experiences

A highly qualified staff is committed to the academic success and safety of every student

And a true partnership between parents, students, staff and the community exists.

Goals

- Improve Student Achievement
- Improve Student Attendance
- Improve School Climate
- Recruitment and Retention of Quality Staff
- Provide Adequate Staff Development
- Improve Staff Attendance
- Maximize Parental and Community Involvement

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT- JOHN DOEDYNS ELEMENTARY

Staff

School Administration

Lucila D. Gutierrez, Principal
Erica Ramos, Assistant Principal
Veronica Flores, Counselor

Professionals

Pre-Kinder

Christal Dennet
Mary Lou Gomez
Yesenia Martinez
Briceidy Morales

1st Grade

Irma Palacios
Maria G. Castillo
Eva Hernandez
Jesus Ramirez
Flor Zuniga

3rd Grade

Sandy Martinez
Christina Cantu
San Juanita Garcia
Gabrielle Hernandez
Maria Wiles

5th Grade

Layza Cano
Nancy Gomez
Tapitha Leon
Giselle Morelius

Para-Professionals

Yvette Escobar - Secretary
Nelda Reyes – PEIMS Clerk
Joelia Navarro – Clerk/Receptionist
Dinorah Escobedo – Nurse
Maria Saldana – Computer Lab
Brenda Alvarez – Parent Educator
Florinda Ocanas – S. E. Resource
Vanessa Cardena –SCC
Cassandra Rodriguez – Kinder
Marivel Tijerina – Kinder
Celia Arredondo – Kinder
Virma Cortez – Pre-Kinder
Sarah De Los Santos – Pre-Kinder
Gerardo Medrano – Pre-Kinder
Olga Guajardo –Pre-Kinder
Thelma Alaniz – Special Ed.

Kinder

Nallely Morales
Jessica Elizondo
Benita Hernandez
Cynthia Salinas
Nelly Zarate

2nd Grade

Sara Castillo
Frances Garza
Danise Godoy
Marisa Gonzalez
Sandra Lujan

4th Grade

Esmeralda Ramirez
Claudia Alvarado
Iris Garza
Liset Saenz

Support Staff

Angelica Guzman – Science Lab
Mary Ann Gonzalez – Music
Marta Salinas – Special Ed.
Linda Martinez – Library
Flor Medrano – P.E.
Efrain Reyes – P.E.
Vanessa Martinez – SCC
Rosio Garcia – Instructional Coach
Raquel Guerrero – CRT

Cafeteria

Berta Contreras, Manager
Emma Champion
Esmeralda Cantu
Elida Garza
Rosalinda Ruiz

Custodians

Joe Martinez, Head Custodian
Guadalupe Sanchez
Ricardo Rojas
Diana Tijerina

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT-
JOHN DOEDYNS ELEMENTARY

Campus Performance Objective Committee

TEACHERS

1. Christal Dennett – Pre-Kinder Grade Level Chairperson
2. Nallely Morales – Kinder Grade Level Chairperson
3. Irma Palacios – First Grade Level Chairperson
4. Sara Castillo – Second Grade Level Chairperson
5. Sandy Martinez – Third Grade Level Chairperson
6. Esmeralda Ramirez – Fourth Grade Level Chairperson
7. Layza Cano – Fifth Grade Level Chairperson

NON-TEACHING PROFESSIONAL STAFF

1. Erica Ramos – Assistant Principal
2. Veronica Flores – Counselor
3. Linda Martinez – Librarian
4. Rosio Garcia – Instructional Coach

NON-PROFESSIONAL STAFF

1. Brenda Alvarez – Parent Educator
2. Maria Saldana – Paraprofessional
3. Joe Martinez – Head Custodian

COMMUNITY MEMBERS

1. Romeo Flores – Retired Teacher (605-0006)

PARENTS

1. Mrs. Pena

BUSINESS REPRESENTATIVES

1. Ignacio Almaguer – Horace Mann
2. Rick Puente – Puente Insurance

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR Campus Summary Report
2. 2014-15 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between ELL and All students 2014-2015 is 2%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is NONE.
- In Science, the achievement gap between ELL and All students 2014-2015 is 7%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

On the STAAR exam:

- The Reading passing rate for ELL students at Doedyns Elementary was 79%, 19 points above the state.
- The Writing passing rate for ELL students at Doedyns Elementary was 79%, 19 points above the state.
- The Science passing rate for ELL students at Doedyns Elementary was 64%, 4 points above the state.
- The Postsecondary Readiness target for ELL students in Writing was 58%, 46 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students 2014-2015 is 2%.
- In Writing, the achievement gap between Eco Dis and All students 2014-2015 is NONE.
- In Science, the achievement gap between Eco Dis and All students 2014-2015 is 4%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- Reading passing rate for Eco Dis students at Doedyns Elementary was 79%, 19 points above the state.
- 4th grade Writing passing rate for Eco Dis students at Doedyns Elementary was 77%, 17 points above the state.
- 5th grade Science passing rate for Eco Dis students at Doedyns Elementary was 71%, 11 points above the state.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p style="text-align: center;">Index 1: Student Achievement</p>	<ul style="list-style-type: none"> • Reading in 3rd and 5th Grade. • No achievement gap between All students and ELL in Writing. • ELL Writing was at 58% in Post Secondary Readiness target. <p style="text-align: center;">Mastery 72% or Higher</p>	<ul style="list-style-type: none"> • Reading in 4th Grade. • Close achievement gap between All students and ELL students in Science. • Close achievement gaps between All students and Economic disadvantage students in all subjects. 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th Grade Reading • 5th Grade Science • Close Achievement Gaps in all areas for Economic disadvantage and ELL students <p>SMART Goal: 80% or Higher</p>
2	<p style="text-align: center;">Index 2: Student Progress</p>	<ul style="list-style-type: none"> • The campus exceeded the Index 2 target of 30 with a score of 49. • 72% of students Met or Exceeded Progress. 	<ul style="list-style-type: none"> • Close achievement gaps between All students and Economic disadvantage students in all subjects. 	<ul style="list-style-type: none"> • Address the needs of identified students to
3	<p style="text-align: center;">Index 3: Closing the Achievement Gap</p>	<ul style="list-style-type: none"> • The campus exceeded the Index 3 target of 28 with a score of 46. • Reading in 4th Grade ELL exceeded All student measure by 4%. 	<ul style="list-style-type: none"> • TELPAS ratings for students in U.S. Schools multiple years are at BEG/INT. levels • Close achievement gaps between All students and Economic disadvantage students in all subjects. 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math and science.</p>
4	<p style="text-align: center;">Index 4: Post Secondary Readiness</p>	<ul style="list-style-type: none"> • The campus exceeded the index 4 target of 12 with a score of 39. • 50% of students met the Advance Standard in Reading. • 58% of ELL students met Advance Standard in Writing. 	<ul style="list-style-type: none"> • Increase number of students at Final Recommended in Writing (13%) and Science (13%). 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course • Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Communication in both English and Spanish • Parent involvement is high • Parent Liaison District level and campus • Parent Centers • Business Partnerships 	<ul style="list-style-type: none"> • Increase parent involvement in Parent Centers • Increase parent taking opportunities to further education. 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use • Replace/Purchase necessary equipment.
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Increase student attendance since their was a decrease from 98.5% to 97.8%. • Improve customer service 	<ul style="list-style-type: none"> • Build public relations • Improve student attendance • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McRell Evaluation Tool 	<ul style="list-style-type: none"> • Fill vacancies with highly qualified personnel 	<ul style="list-style-type: none"> • Fill vacancies with highly qualified personnel

CAMPUS DEMOGRAPHICS



COLLEGE³
READY. CONNECTED. COMPLETE.™

Total Enrollment – 686

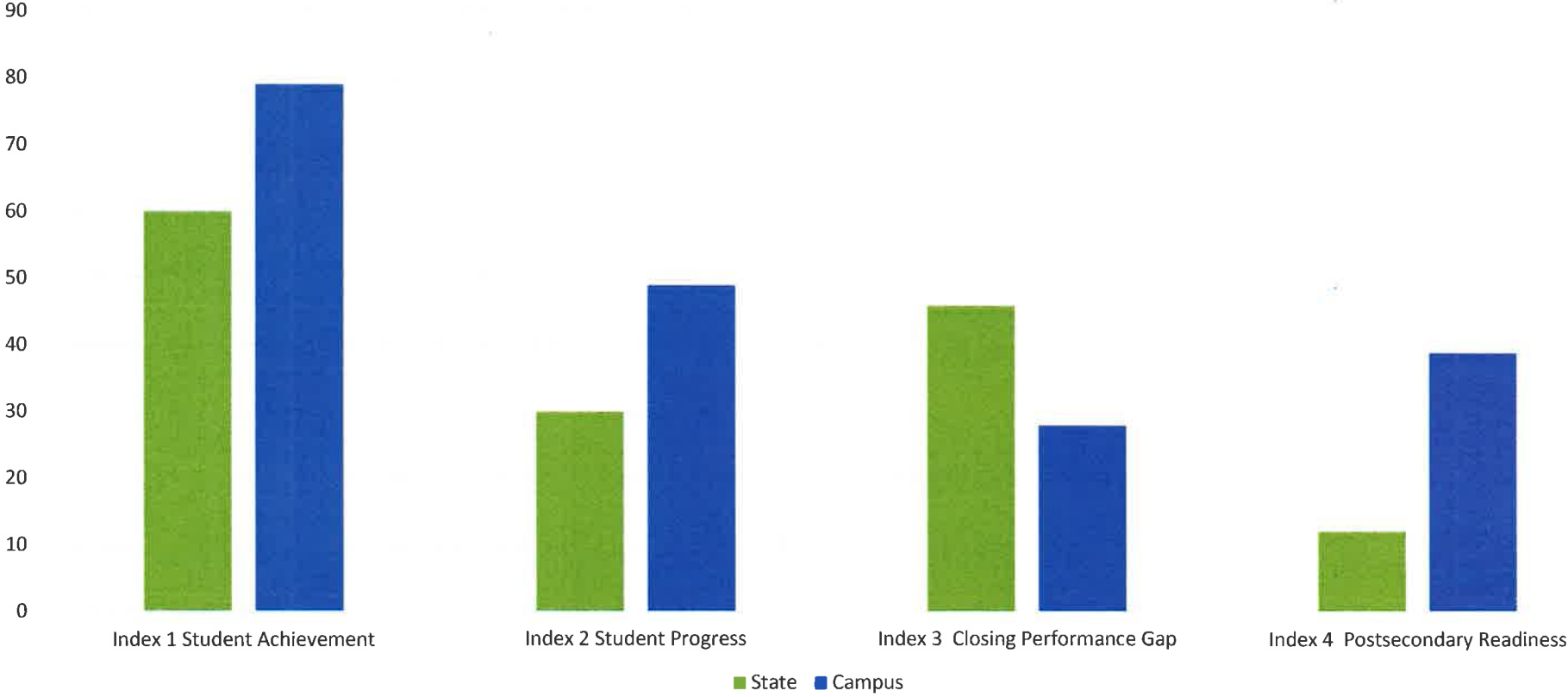
Percent	Doedyns
Economically Disadvantaged	89.1%
ELL	51%
Mobility	19.6%

Student Achievement Summary 2015



	Performance Target 2015	Doedyns	Goals 2016
Index 1 Student Performance	60	79	80
Index 2 Progress Measure	30	49	50
Index 3 Closing the Gap	28	46	48
Index 4 Postsecondary Readiness	12	39	40

2015 Accountability



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	Doedyns	Goals 2016
Reading	60	81	85
Math	60		60
Writing	60	79	80
Science	60	75	80

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	Doedyns	Goals 2016
Reading	60	79	80
Math	60		60
Writing	60	79	80
Science	60	64	68

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	Doedyns	Goals 2016
Reading	60	79	80
Math	60		60
Writing	60	77	80
Science	60	71	75

State System Safeguards 2015



Campus 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
	Reading	81		81						79		80
Math												
Writing	79		79						77		79	
Science	75		75						71		67	
Percent of Eligible Measures Met												100



Indicates Did Not Meet Minimum Size Requirement

SYSTEM SAFEGUARDS 2015



COLLEGE³
READY. CONNECTED. COMPLETE.

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	
Math														
Writing	Y		Y						Y		Y	4	4	
Science	Y		Y						Y		Y	4	4	
Social Studies	Y		Y						Y		Y	4	4	
Total												16	16	100

2015-2016 Campus Goals

- The following charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

2015-2016 Campus Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from campus will participate in writing the district curriculum	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	May 2015 – May 2016	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Implement curriculum documents that will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2015 – May 2016	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Implement Academic Calendars that will be written for all courses. (timelines will be written for all HB5 courses)	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	Summer 2015 – May 2016	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Implement Formative and summative assessments that will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	June 2015-April 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Monitor the implementation of the curriculum.	Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Campus Grade Levels will collaborate with grade level below and grade level above to ensure campus alignment.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	August 2015 January 2016	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide and implement instructional programs to meet the needs of all populations to include PK – 5 th : Whole group and small group instruction, Cooperative learning, Accelerated Reader Novels, Teacher Aides tutor, Computer Lab and CRT = Voyager 3-5th gr.	Principal, Asst. Principal, Campus Staff, Teachers Computer Lab Manager, Inst. Coach, CRT, P.E. Coaches, Music Teacher	Local Funds, Title 1 Funds	August 2015 – May 2016	Evaluations Informal Walk-Thrus Curriculum Cooperative lessons Teacher Aides Computer Lab	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2014-15.	District Content Coordinators, Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2015-June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Enhance the state adopted reading program to develop reading skills: Provide phonemic awareness Instruction, Phonics Instruction, Fluency Instruction, Vocabulary Instruction and Reading Comprehension Instruction utilizing district curriculum and a variety of instructional materials such as: TPRI/Tejas Lee, Sing Spell Read & Write (PK-2nd), Reading Materials K-5, Texas Treasures/Tesoros de Lectura, Accelerated Reading, Pre-K CLi Training, Skills Intervention 1st-5 th , Use Read Aloud Strategies, Use peer reading, Voyager/Pasaporte, Learning.com, Use of voc. Flashcards, "Genius Words", Interactive Word Walls, Role playing, Reader's Theatre, Narrative and Expository, Drama, Interactive Reading, Storytelling, Picture Walk, Dr. Diana Ramirez Curriculum and Strategies, Response to Reading, Cloze Reading, Write From the Beginning, Promote Oral Reading Daily	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Use Accelerated Reading program to encourage reading.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds, Books, AR Program	August 2015 – May 2016	Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Establish "Prime Time" which is ninety minute block of uninterrupted reading time.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Curriculum, Schedules	August 2015 – May 2016	Schedules, Walkthroughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide classroom libraries, Big Books Books, Class sets / Novels, Magazines Newspapers: The Monitor and The Advance.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds	August 2015 – May 2016	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to LEP students	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds	August 2015 – May 2016	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide one-to-one tutoring for migrant students, using a Reading Intervention Program.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds, Books, AR Program	August 2015 – May 2016	Reports	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8
Provide additional computer time as needed.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Curriculum, Schedules	August 2015 – May 2016	Schedules, Walkthroughs	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8
Provide manipulative materials to Help students with problem-solving strategies, graphing skills / Thinking Maps, basic facts, cooperative learning, Spiraling and additional Math Strategies.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds	August 2015 – May 2016	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8
Enrich Science Curriculum by providing supplementary resources: Sciencesaurus Book, science Vocabulary flashcards, Options Instructional Materials, Science Lab Notebooks, Science Classroom Journals, Foldables, Measuring Up Materials, TIMES for Kids and science lab consumables and materials.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds, Title 1 Funds	August 2015 – May 2016	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Migrant Funds 212	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title III 263	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus staff will have curriculum binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015- June 2016	Curriculum Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accomodations for the special education students in their classroom.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Special Ed 224	August 2014-June 2015	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus personnel.	Principal, Asst. Principal	Local Funds 199, Title 1 Funds 211	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, Morning computer lab tutorials, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all teaching staff on differentiated instruction and data analysis.	Principal, Asst. Principal	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All staff will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Asst Supt for C&I Principal, Asst. Principal	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on STAAR.	Principal, Asst. Principal	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly for unpacking the TEKS and lesson plan collaboration.	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015- May 2016	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group.	Principal, Asst. Principal	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199	August 2015 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Principal, Asst. Principal, Counselor	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, Principal, Asst. Principal	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director, Principal, Asst. Principal	Special Ed 224	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teaching staff on Data Analysis/Differentiated instruction.	Principal, Asst. Principal	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide and campus-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be implemented using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinators, Principal, Asst. Principal, Instructional Coaches	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	Summer 2014 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Implement the following writing strategies -proof reading activities -grammar and spelling -keep a composition portfolio -composition writing -Picture writing -Sound writing -Thinking Maps - Write From the Beginning - Gretchen Bernabi - Bill McDonald	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, Sign In Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide and campus-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Asst. Principal, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2015-May 2016	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
STAAR Literature questions will be written for each literary piece/all genres and implemented in classroom.	District ELA Content Coordinators, Principal, Asst. Principal	Title 1 211, Local Funds 199	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered.	Campus Principal, Asst. Principal	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to identify students in need of extended learning opportunities.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide and campus-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be implemented for K-5 using CIF strategies	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	June 2015-May 2016	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading and Math (Index 2)

Objective 2: Math Instruction will be aligned district-wide and campus-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Exit tickets will be developed aligned to the skill of the day	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 Funds	July 2015 January 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •TPRI/Tejas LEE Strategies •Genius Words •Cloze Reading Activities 	<p>Principal, Asst. Principal, Instructional Coach, Teaching Staff</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2015</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199 Title III 224	August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015- May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, morning computer lab tutorials and enrichment period.	Principal, Asst. Principal, Instructional Coach, Teaching Staff	SCE	August 2015- August 2016	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #4
9. Using data room to monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal, Asst. Principal, Instructional Coach, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide training for all staff members on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	June 2015 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal, Instructional Coach	Local Funds, Title 1 Funds	June 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Asst. Principal, Instructional Coach	Local Funds 199	October 2015 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Asst. Principal, Instructional Coach, Teachers	Local Funds, Title 1 Funds/ SCE	August 2014-May 2015	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 5: Family and Community Involvement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principals, Asst. Principal, Instructional Coach, Teachers and Parent Educators	Local Funds, Title I Funds	August 2015-May 2016	Sign-in Sheets	Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Parent Orientations and Curriculum Nights	Principals, Asst. Principal, Instructional Coach, Teachers and Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys, Benchmark scores, student achievement gains, student tracking forms	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Coffee with the Principal	Principal, Parent Educator	Local Funds, Title I Funds	August 2015-May 2016	Sign-in Sheets	Parent comments and Suggestions, Pictures	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Extracurricular Activities, Student Talent Showcase, Programs, Student of the Six Weeks, Awards Assemblies	Principals, Asst. Principal, Instructional Coach, Teachers and Parent Educators	Local Funds, Title I Funds	August 2015-May 2016	Sign-in Sheets	Parent comments and Suggestions, pictures	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6
Community Projects such as Scholastic Summer Reading Challenge, Recycling, Sports, Student Talent Showcase.	Principal, Asst. Principal, Campus Staff, Parent Educator	Local Funds, Title I Funds	May 2016	Registration forms, Projects Participation Forms, Pictures	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #9

Campus Goal 6: Technology -Implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide resources and support for Campus Instructional Technologists to work directly with staff to integrate technology into curriculum.	Principal, Campus Instructional Technologist, Teachers	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers must dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Campus Lab Managers, Campus Instructional Technologist, Teachers	Learning.com, Instructional Technology Labs	2015-2016	LAB usage logs	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Support Staff by sending them to technology trainings and conferences.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Learning.com, Instructional Technology Labs	2015-2016	Travel Information, Certificates	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Incorporate and support Technology Club.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Instructional Technology Labs	2015-2016	Sign In, Meeting Schedules, Student Projects	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Purchase projectors, document readers, cameras, computers and other technology equipment as well as its components such as ink, toner, bulbs, etc.	Principal	Local, Title I	2015-2016	Purchase Orders, Invoices	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Use Technology to enhance the quality of instruction and increase student performance: laptops, CPS devices, document readers, TVs/DVD Combos, Presentation carts, copier machines, video data projectors, promethean boards, clickers and Ipads.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Local, Title I	2015-2016	Purchase Orders, Invoices	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Maintain and update campus and classroom websites.	Principal, Asst. Principal, Campus Instructional Technologist, Classroom Teachers, PR Rep	Campus website	August 2015-May 2016	Online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		Title 1 - #4
Use Living Tree to maintain parents informed.	Principal, Asst. Principal, Campus Instructional Technologist, Classroom Teachers, PR Rep	Living Tree	Ongoing	Parent feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		Title 1 - #4

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for staff on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2014- June 2015	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2014- June 2015	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Respectful, Responsible and Safe Initiative	Principal, Asst. Principal, Counselor, Staff	Local, Title I	August 2014- June 2015	Matrices, Agenda, Sign In	Lowered Discipline Referrals, Increased Courtesy	Side by side data analysis	Title 1--#10
Assist campuses with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2014- June 2015	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>August 2014- June 2015</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments</p>	<p>August 2014- June 2015</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Athletic Department -LPC</p>	<p>August 2014- June 2015</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Vists</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals.</p>	<p>Director of Health Services, Nursing Staff, Coaches</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>August 2015- June 2016</p>	<p>Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigracans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>
<p>No Place for Hate School activities and designation.</p>	<p>Principal, Asst. Principal, Counselor, Staff</p>	<p>Local, Title I</p>	<p>August 2015- June 2016</p>	<p>Lesson plans, counseling logs, calendars</p>	<p>Minimize bullying incidents, discipline Referrals</p>	<p>No Place for Hate Designation</p>	<p>Title 1 – #10</p>

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 3: Provide training for all staff on creating a safe school culture and climate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training all school staff on lockdown procedures	Security Director, Principal, Asst. Principal	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Practice fire drill and lock down procedures.	Security Director, Principal, Asst. Principal	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year; monthly fire drills	Schools are prepared for emergency situations	Side by side data analysis; Fire Marshall Annual Report	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal, Asst. Principal, Campus Staff	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal, Asst. Principal, Campus Staff	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Doedyns School's Attendance Committee will establish an innovative plan to maintain the % of student attendance or improve student attendance.	Principal, Asst. Principal, Campus Staff, Campus Attendance Recovery Committee (ARP)	Local Funds	August 2015- June 2016	Agendas, Sign In, Minutes	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title I #5
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title I #5
Instructional coaching support • New teachers • Other teachers needing support	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title I #5
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2015 –May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title I #5

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Enhance motivation and positive attitudes for staff: provide recognition for teachers efforts on campus, implement staff appreciation week, attendance recognition, birthday or special event Announcements, acknowledge technology achievements, recognition for teacher & paraprofessional of the year (Teacher school and district), Social committee (i.e. death in the family, births, etc.</p>	<p>Principal, Asst. Principal, Counselor, Campus Staff</p>	<p>Local, Title I</p>	<p>August 2015- May 2016</p>	<p>Newsletter, Invoices, Pictures</p>	<p>Increased campus morale</p>		<p>Title I #5</p>

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement an effective instructional coaching system with on-going professional development	Campus Principals, Instructional Coach	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title I #5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Campus Instructional Coaches	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title I #5
Monthly progress monitoring campus visits and Instructional rounds	Campus Instructional Coaches	Title One Local Funds	August 2015- May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title I #5